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ABSTRACT

Attitudes of college seniors toward Saint Mary's College were surveyed in 1981. Of the 403 surveys, 175 responses were obtained. The following areas were addressed: choice of major/career, satisfaction with assistance in choosing a major or making educational plans, plans for the future, evaluation of major program, evaluation of programs abroad, academic characteristics, campus climate and support activities, residence hall life, social life, personal contact with faculty, religious vitality, opportunities for volunteer work, extracurricular activities, relation of satisfaction with aspects of the college life to growth, growth toward goals, life objectives, and overall satisfaction with the college experience. Findings include the following: 60 percent of the 1981 seniors indicated that they were satisfied with assistance in choosing a major or making educational plans, while 28 percent did not ask for assistance; 67 percent would have chosen the same major; about 80 percent planned full-time employment and 11 percent planned full-time graduate/professional school for the following year; 51 percent indicated that they were very satisfied with assistance provided by faculty; 21 percent were not satisfied with counseling and advice provided by faculty; 91 percent felt most courses were intellectually challenging; 94 percent thought there was an atmosphere of concern for the person at the college; and growth areas included independence and tolerance and understanding of other people. A comparison is made to findings of 1977 and 1979 surveys. Data on respondent characteristics, survey items and responses, information on majors of respondents, and student comments are appended. (SW)

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Institutional Research

REPORT OF
SENIOR SURVEY
1981

Sr. Jeanette Lester, CSC
Institutional Researcher
June 9, 1981

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HIGHLIGHTS OF SENIOR SURVEY, 1981

INTRODUCTION

In April, 1981, questionnaires (see Appendix) asking for student reaction and evaluation of certain aspects of their experiences at Saint Mary's were sent to all members of the Class of 1981 who would be completing degree requirements in May. Of 403 surveys sent, 175 were returned by May 5, a 43 percent rate of response (52 percent of resident students). Tables I and II (p. 10) show some of the characteristics of respondents. About the same percent of respondents as in the total class entered SMC as freshmen and percentage of majors in the sample was quite similar to the entire class except for a slight under-representation of Psychology and Art majors and a slight over-representation of Government and Chemistry majors (see Appendix I). The respondents also included a higher percentage of seniors with GPA's of 3.00 and over than in the entire senior class (which has been true in most senior surveys).

Since surveys of seniors in 1977 and 1979 included similar questions, results of the various surveys are compared in this report.[1]

EDUCATIONAL AND CAREER COUNSELLING/PLANS FOR THE FUTURE (Tables III - VIII, pp. 10-12)

Discussion re choice of major/career (Tables III & IV)

In 1981, the question with regard to discussion of choice of major or career direction was divided into two parts (in previous years, the question combined the two). In 1981, less than half (48%) said they had discussed the choice of a major with a SMC faculty member or administrator, but almost two-thirds (64%) had discussed a possible career direction. This percent is about 9 percent more than 1979 senior response and 14 percent more than 1977 senior response.

Faculty members (60%) and department chairmen (42%) were cited by the highest percent as those with whom they discussed the choice of major/career (Table IV). Over 31 percent said they had discussed career direction with the Counselling and Career Development office compared to 6 and 7 percent in 1977 and 1979. This increase can be related to the increased interest in careers and the increased services of C&CD.

Satisfaction with Assistance (Table V)

Sixty percent of the 1981 seniors indicated they were satisfied with assistance in choosing a major or making educational plans, with 28 percent not asking for assistance (thus 84 percent of those seeking assistance were satisfied). With regard to satisfaction with assistance in career direction, a cross-classification showed that 40 percent of those who said they had not asked for assistance rated satisfaction with this assistance. When removing those who did not evaluate their satisfaction, 74 percent of those who had asked for help were satisfied (about the same as in 1979), while 67 percent who had indicated they had not asked for help and had evaluated this item, were satisfied.

Comments regarding dissatisfaction reflected lack of department assistance in career guidance or grad school decisions, or suggestions for improved C&CD services. Comments relating to specific departments have been provided departments; those relating to C&CD have been given to the Center.

In answer to the question, "Would you choose the same major," about 67 percent answered affirmatively (69 percent in 1979), with about 17 percent undecided and 17 percent answering in the negative. Of these who gave reasons for being undecided or not choosing the same major, about 36 percent cited lack of career prospects, 36 percent a change in interest, 19 percent dissatisfaction with the department, and 9 percent lack of challenge. The cross-classification in Table V shows the relationship between choosing the same major and satisfaction with career advising assistance. This analysis shows 69 percent of those very satisfied with career guidance would choose the same major compared to 45 percent of those who were very dissatisfied, a finding emphasizing the role of good career guidance in satisfaction with major.

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[1] It should be noted that while some of the comparisons are longitudinal in nature (i.e. the same class over time) the studies did not control to be sure the identical students were involved in each study.

[2] See Alexander Astin, Four Critical Years, (San Francisco: Jossey Bass, 1978) p. 233.

Plans for the Future (Tables VI-VIII

About 80 percent of the seniors plan full-time employment for next year, 6 percent more than in 1979. Only 11 percent plan full-time graduate/professional school for next year, compared to 12 percent in 1979 and 14 percent in 1977 (Table VI). However, both employment and graduate school plans are related to the major of the graduate. Because there were a substantial number of respondents who are BBA graduates (5[illegible]) and Nursing graduates (22) and both are professional programs, an analysis of their plans was made. This analysis shows 90% of BBA and 100% of Nursing majors intend to seek full-time employment compared to 70 percent of all other majors. Only 4 percent of BBA and none of the Nursing graduates plan on full-time graduate school next year while 17 percent of all other graduates had such plans.

The majority of the class does plan to secure higher degrees in the future (Table VIII), with only 16.5 percent stating the bachelor as the highest degree planned, compared to 33% when the class entered as freshmen. Again, there is considerable variation in degree aspiration by major, with 32 percent of BBA graduates, no Nursing graduates, and only 12.2 percent of all other majors having no aims for a degree above the bachelor. About 91 percent of Nursing majors and 54-57 percent of all others plan to seek Master's degrees and no higher. No BBA or Nursing majors expect to pursue PhD or EdD degrees compared to 18 percent of all other graduates. In his studies, Astin found in general that while men's degree aspirations increase in college, women's aspirations decrease. However, he found that degree aspirations increase among women attending women's colleges, and this survey would tend to support this finding,[2] although there was a decrease in the percent of those aspiring to JD or MD degrees (perhaps due to more realistic assessments).

About 79% of 1981 seniors believe they would like to be career women in fifteen years (the majority married and with children) compared to 63% in 1975. Only 8 percent indicate "housewife" as preferred status in fifteen years, compared to 15 percent in 1975.

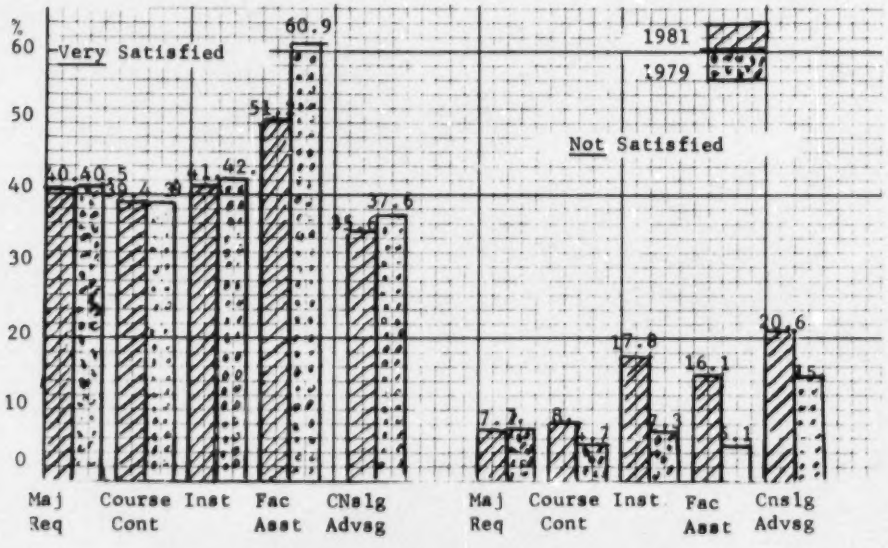
EVALUATION OF ACADEMICS

Evaluation of Major Program (Table IX, p. 11)

The aspect of major program with which the highest percent of seniors (51%) said they were"very" satisfied was "assistance provided by faculty", but this was a drop of 10 percent from 1979, and percent of dissatisfaction increased from 5% in 1979 to 16% in 1981. The aspect with which the highest percent said they were "not" satisfied was "counselling and advising" (21%), an increase over 13% in 1977 and 15% in 1979. Almost 18% expressed dissatisfaction with quality of instruction, compared to 7 percent in 1979.

There was considerable variation by major, however, with percent of dissatisfaction with instruction varying from 0 (in 10 departments) to 33 percent in one department and percent of dissatisfaction with counselling and advising varying from 0 (in 6 departments) to a high of 75 percent. Departments are being provided the evaluations and comments of their majors.

FIGURE 1 - SATISFACTION WITH ASPECTS OF MAJOR PROGRAMS



Evaluation of Programs Abroad (Table X)

The evaluation of programs abroad showed especially high ratings for growth in cultural appreciation, personal independence, broad liberal education, and competence in interpersonal relations, with the SMC Rome and Ireland programs evaluated higher than other programs in promoting growth in almost all these areas. The percentage rating "great" growth in intellectual development was somewhat lower for SMC programs than for the other programs (61% vs. 74%) Almost 94 percent of those participating in programs abroad selected it as a notable experience for them (See Table XVII), ranking it the highest college experience with regard to their growth.

Academic Characteristics (Table XI)

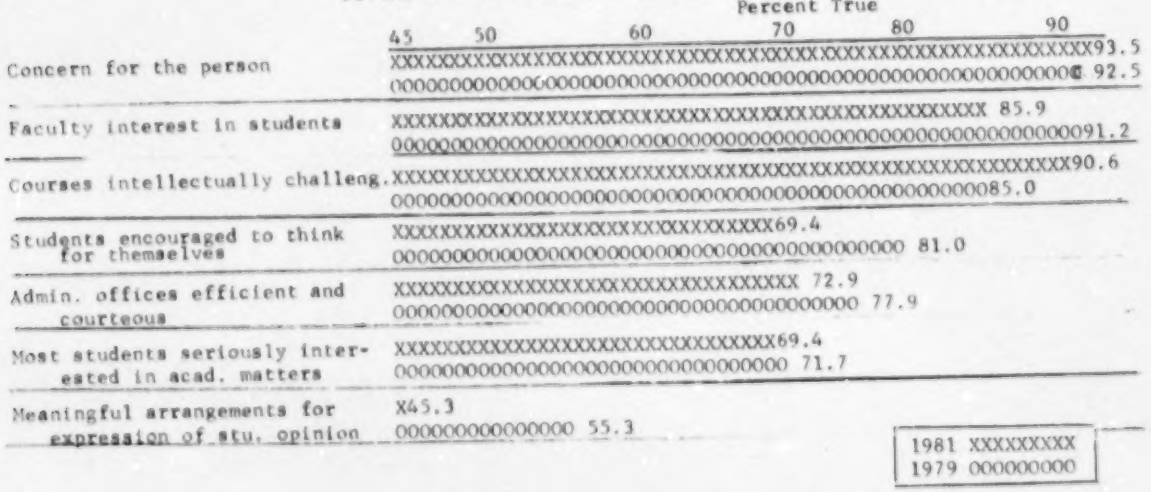
"Most courses are intellectually challenging" was chosen by the highest percent of seniors (91%) as characteristic of Saint Mary's. The percent agreeing that "faculty take an interest in students as individuals" dropped slightly from 91 percent in 1979 to 86 percent in 1981, still a high percent. However, this drop, coupled with the increase in dissatisfaction with "assistance by faculty" in the major warrants attention to this important area.

There was a slight increase in percent considering "Classroom Vitality" as a "very" important aspect of college life (from 66 percent to 68 percent) and a slight increase in those "very" satisfied (from 22 percent to 25 percent) with this aspect but still among the aspects with the lowest percent of "very" satisfied. Those who were dissatisfied suggested more discussion and varied methods (Appendix III).

CAMPUS CLIMATE AND SUPPORT ACTIVITIES (Table XII)

The outstanding characteristic according to the 1981 seniors is an "atmosphere of concern for the person," 94 percent finding this to be true of the campus compared to 81 percent in 1977. Almost 73 percent found administrative offices efficient and courteous (compared to 78 percent in 1979). After the improvement in the percent finding that "meaningful arrangements exist for expression of student opinion" in 1979 (55 percent, compared to 46 percent in 1977, this aspect again warrants some concern. Although the 45 percent finding this to be true in 1981 is an improvement over the 23 percent in 1975, it does represent a decline from the two more recent surveys. Further, 35 percent found the statement "untrue" compared to 25 percent in 1979. Comments implied that student opinion had been disregarded in decisions in areas such as curriculum, faculty, parietals, etc.

FIGURE 3 - EVALUATION OF CAMPUS CLIMATE



IMPORTANCE AND SATISFACTION WITH CERTAIN ASPECTS OF CAMPUS LIFE (Tables XIII & XIV)

Importance of Certain Aspects

The percent believing residence hall life to be "very"important dropped to 55 percent in 1981 compared to 63 percent in 1979. The aspects having the largest increase in percentabe considering them "very" important are: "religious vitality," up 11 points from 1979 and "activity on political, moral, social issues," up 8 points, which may be a reflection of great college attention to those aspects. (Satisfaction with these areas was also up. See below). The percent considering other aspects as "very important followed about the same pattern as in 1979.

The two factors considered "not too" important by the highest percent were "Opportunity for folunteer work," (13.5 percent) and residence hall life (11.2 percent). "Social life" was the aspect the highest percent considered to be very or somewhat important (97 percent), followed closely by "personal contact with faculty" (96 percent), and "classroom vitality" (95 percent).

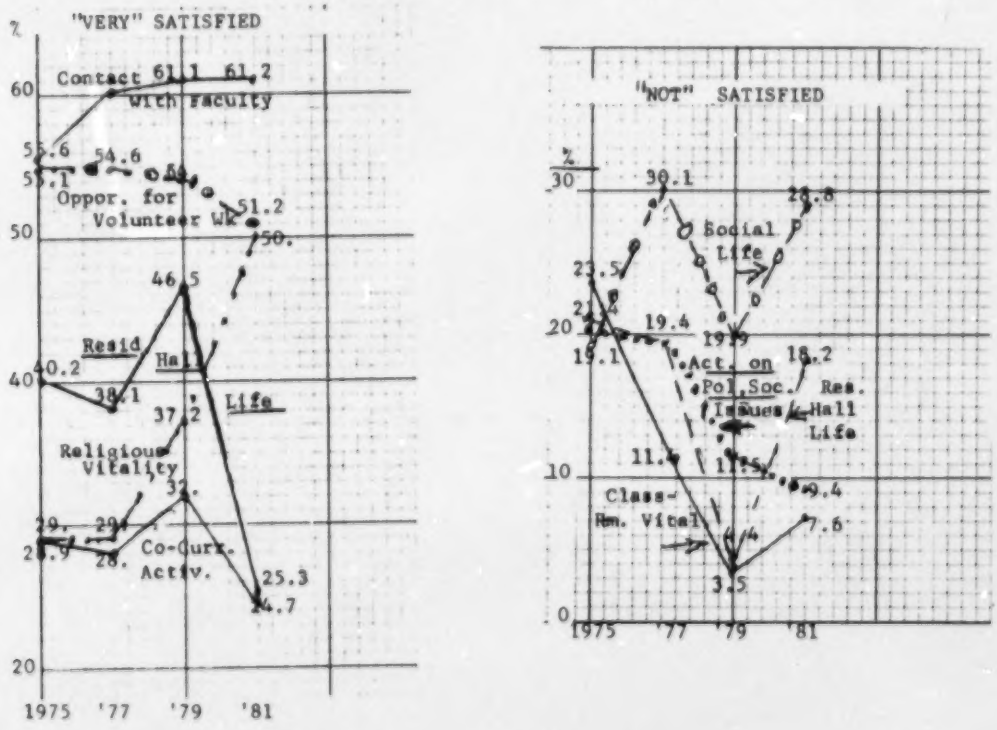
Satisfaction with These Aspects

The three aspects with the highest percent of "very satisfied" evaluations include: personal contact with faculty (61 percent), opportunity for volunteer work (51 percent), and religious viality (50 percent). Two aspects showed substantial increases from 1979 in percent of "very" satisfied responses. They were "religious vitality" up 13 points, and "activity on political, moral, social issues," up 9 points.

As shown in Figure 3, the percent of "very" satisfied dropped considerably in the area of residence hall life. After an uptrend in "very satisfied" responses in almost all areas in 1979, there is a somewhat downward trend in 1981.

The highest percents of "not" satisfied responses in 1981 are in the areas of "social life" (29 percent) and residence hall life (18 percent). While "social life" has usually

Figure 3
COMPARISON OF PERCENT OF SENIORS 1975 - 1981 "VERY" SATISFIED OR "NOT" SATISFIED WITH CERTAIN ASPECTS OF CAMPUS LIFE



been the area of greatest dissatisfaction, the responses in 1981 show an increase of about 9 points, bringing the percentage almost to the 30 percent peak of 1977. (See Appendix II for comments on reasons for dissatisfaction.)

Relation of Satisfaction to Growth (Table XX)

In order to see if satisfaction with certain aspects of campus life was related to perceived growth areas (see below), some cross-classification was done. The following areas of satisfaction showed relationship to growth in certain areas (although they are certainly not the only factors related to growth):

Satisfaction with religious vitality showed some relationship to moral and spiritual development;

Satisfaction with residence life showed a relationship to growth in social skills;

Satisfaction with activity on political, moral, social issues showed a relationship to growth in awareness of need to help others;

Satisfaction with cultural opportunities showed a relationship to growth in appreciation of art, music literature.

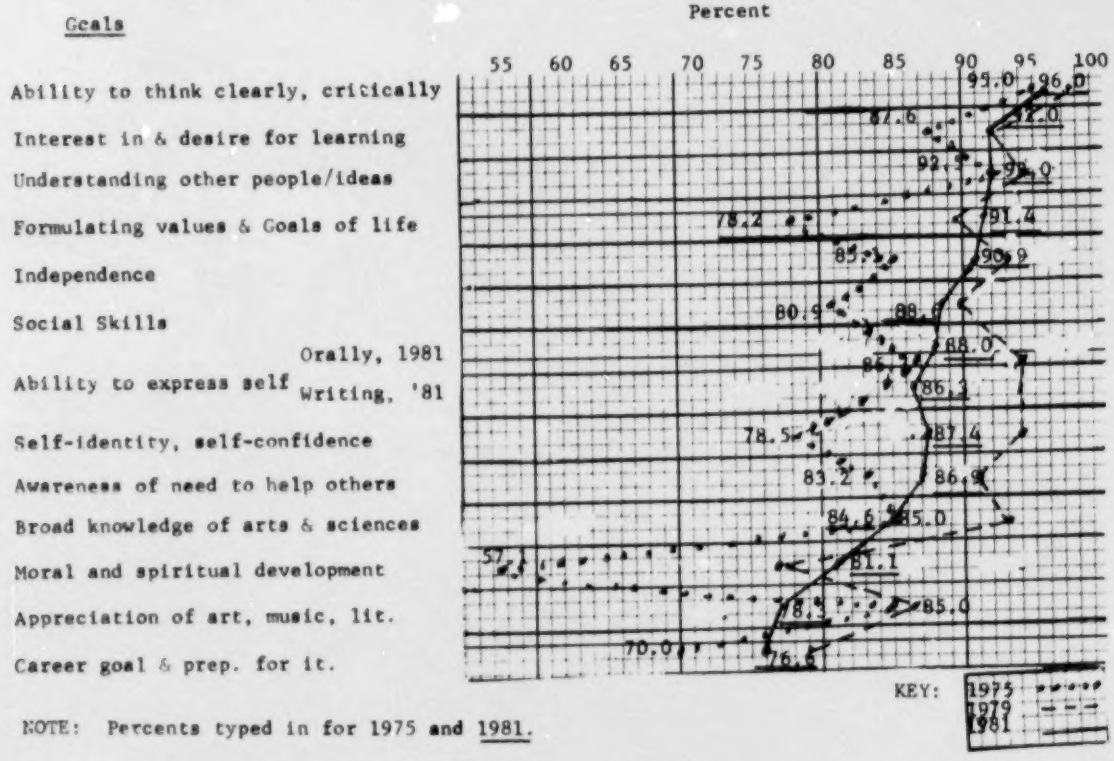
GROWTH TOWARD GOALS (Tables XVI and XVII)

Respondents noted their growth toward goals as none, little, some, or great. The highest percent of "great" growth evaluations were for: independence (68%), tolerance and understanding of other people and ideas (61%), ability to think clearly and critically (56%) and development of self-identity and self-confidence (51%). The percent giving the top rating was lower in 1981 than in 1979 for all goals except "moral and spiritual development" and "awareness of need to help others" which increased. "Independence" also showed a slight increase.

When considering the percent giving the two top evaluations for growth, the five top growth areas in 1981 are: ability to think clearly and critically (96%), interest in and desire for learning (92%), understanding and tolerance for other people and ideas (92%), formulating the values and goals of life (91%), and independence (91%).

The two areas receiving the lowest percent of the two top ratings were: selection of career goal and preparation for it (77%) and appreciation of art, music, and literature (78%).

FIGURE 4 - GROWTH TOWARD GOALS WHILE AT SMC - SOME OR GREAT (TWO HIGHEST)



NOTE: Percents typed in for 1975 and 1981.

COMMENTS

It will be noted that the percentage giving the two top ratings of growth for 1981 are generally lower in 1981 than for 1979 but considerably higher than for 1975. (See Figure 4). The differences from 1979 for the top six areas are minimal. These top areas of growth include "ability to think clearly and critically" and "desire for learning" (which show a strong relationship - See Table XX) -- certainly goals of a college emphasizing academic excellence; the next four areas of high growth, (understanding & tolerance of other people & ideas","formulating values and goals of life", "independence", and "ability to get along with others") are outcomes associated with attaining maturity,[1] again included in the SMC goal of developing the "whole person". The senior evaluation, then, would indicate a high degree of attainment of these goals.

Although one of the more frequent comments of seniors about strengths of their SMC experience related to "broad, liberal education," (see Appendix III), several of the growth areas associated with the liberal arts goal of the college warrant some consideration. "Ability to express self" was divided into two parts in 1981 - oral and written expression. The evaluation of growth dropped in 1981 to 88 percent for oral and 86 percent for written from 94 and 96 percent in 1979 and 1977 for the overall. Rating of growth in "broad knowledge of arts and sciences" dropped in 1981 from a ranking of fourth place in 1977 and 1979 (91% and 93% respectively) to a ranking of tenth place (85%). Growth in "appreciation of art, music, literature" dropped to 78 percent in 1981 from 86 percent in 1979 and 85 percent in 1975. While these decreases are not large, they are sufficient to call attention to these areas especially in view of the study of curriculum which is in process.

Areas related to the Catholic nature of the college showed increases in growth in most cases. Particularly noteworthy was the continued upward trend in "moral and spiritual development", 81 percent in 1981, compared to 77 percent in 1979 and 57 percent in 1975. "Growth in formulating the values of life" advanced to 91 percent from 89 percent in 1979 and 78 percent in 1975. A new question showed 86 percent reported growth in thinking in terms of the ethical implications of problems. There was a slight drop in the "awareness of need to help others" from 1979 (87 percent from 91 percent), although it was above 1975 (83 percent). A new question showed that only 63 percent believed they had grown in knowledge of problems of the Third World. These last two evaluations point to the need for the emphasis on social justice now being promoted.

NOTABLE EXPERIENCES (Table XV)

The top experiences considered to be notable in terms of aids to growth in college were: close friendships (90%), living away from home (76%), and courses that opened new interests (65%). For students who participated in programs abroad, that experience was at the top (94%). Particular professors who took a personal interest (58%), or who stimulated and challenged (63%), were also important experiences for a high percent. The percent of seniors citing cultural experiences as notable continued to decline (50% in 1975, to 34% in 1981).

LIFE OBJECTIVES (Table XVIII)

In addition to the self-assessment measures of growth, the survey included a question on objectives considered as very important for comparison with the class as entering freshmen in 1977 to try to assess changes over time. The only area of significant increase (6%) was "to help others in difficulty" which again affirms some effect due to the religious affiliation of the college.[2]

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[1] A. W. Chickering, Education and Identity, San Francisco. Jossey-Bass 1969. These would include achieving competence (thinking critically), becoming autonomous, (independence) freeing interpersonal relationships (social skills, understanding and tolerance) and developing integrity (values and goals of life).

[2] Astin found an average change of about +5% in this measure of altruism for two different national samples. He also found religiously affiliated colleges had a positive impact on altruistic values.

Astin's research showed that with few exceptions there was a drop in the percentage checking objectives as very important from freshman to senior year, possibly because of unrealistic aspirations of freshmen or uncritically endorsing a wide range of goals. The percent rating "being very well off financially" as very important dropped 30 points from 48 percent to 18 percent, a significant change in value orientation which would be in keeping with the religious nature of the college.[1] "Status needs" showed the greatest decline in values in the Astin study and larger-than-expected decreases were found among women attending a selective Catholic college.[2] The SMC results confirmed this finding with a drop in 27 points saying it is important "to be an authority in my field", compared to a drop of 15.2 points (average) in the Astin study. However, there were larger than average drops in "keeping up to date with political affairs", "participate in a community action program", and "influencing social values". There was also a considerable drop in the percent considering it very important to achieving in a performing or creating art.

OVERALL SATISFACTION WITH SMC EXPERIENCE (Table XI - Comments, Appendix III)

Satisfaction with overall opportunities for development as well-rounded persons was very high among the 1981 seniors, with the highest percent of "very" satisfied responses of the four senior classes surveyed (38% compared to 36% and 10%). Less than 3% said they were dissatisfied. Comments on strengths and weaknesses plus the evaluations made give indication of reasons for this high degree of satisfaction.

Several analyses were made to see if certain factors are associated with overall satisfaction. Findings were as follows:

1) A positive relationship to overall satisfaction was found with the evaluation of an atmosphere of concern, with 40 percent of students who believe there is an atmosphere of concern being "very" satisfied compared to none of those who did not answer positively. (See Table XX). However, only a small number did not respond positively.

2) Since many studies have found a significant impact by faculty on satisfaction, a cross-classification was made between overall satisfaction and satisfaction with assistance by faculty in the major departments. This showed only a small relationship (39 percent of very satisfied with assistance by faculty were very satisfied with their entire SMC experience compared to 32 percent of those not satisfied with their assistance).

3) A cross-classification between evaluation of "growth in selection of a career goal and preparation for it" with overall satisfaction with growth as well-rounded women showed a negative relationship, with 35 percent of those indicating great growth toward a career being very satisfied with overall experience compared to 44 percent of those who showed no or little growth in career direction and preparation. Thus, although a number of seniors considered career counselling and preparation weak, this aspect did not adversely affect their overall evaluation and the value of a well-rounded education was more important.

4) A lower percent of students with high GPA (3.5 and above) were "very" satisfied with their overall experience than were those having GPA below that--27% of 3.5 and above were "very" satisfied compared to 39 percent of those with 2.5-3.49 averages. However, none of the high GPA group was dissatisfied compared with 7 percent of the 2.5-2.99 group. (There were only two respondents reporting averages below 2.5 so a comparison with them would not be reliable) An analysis of the satisfaction of the 3.5 and above group with various aspects of campus life showed a lower percent than the others were "very" satisfied with classroom vitality (21.4 vs 27.6), opportunity for volunteer work (48.3 vs. 55.3), and residence hall life (14.3 vs 29.1). The high GPA group had considerably less dissatisfaction with social life (21.4% vs. 32.1%).

5) The evaluation by transfer students showed a lower percent "very" satisfied (25% vs 38% of those entering as freshmen) and a higher percent of "fairly" satisfied (37.5% vs. 15.7% for those entering as freshmen), which might be expected due to the fewer number of years here and difficulties which might have been experienced in adjusting.

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[1] Astin, op. cit., p. 49. Astin found an average drop of 12 percent.

[2] Ibid., p. 53

[3] A 1972 survey of 1968 freshmen responding in the ACE survey showed 9.5% dissatisfied among women in four-year private colleges (Royer and Creager, A PROFILE OF 1968 COLLEGE FRESHMEN IN 1972, ACE Research Report, Vol 10, No. 1, 1976, p. 47). A Maclester survey of their seniors in 1974 showed 6 percent dissatisifed with their total college experience.

STRENGTHS AND WEAKNESSES (See Appendix III)

Seniors were asked to comment on their perceptions of strengths and weaknesses of their experience at SMC. Among the most frequently mentioned strengths are: a stimulating and challenging education which opened new horizons; a liberal, well-rounded education which contributed to developing the whole person; the smallness and closeness enabling personal relationships with quality people who are warm and caring and provide community support; environment which encouraged personal growth and self-confidence as a woman; dedicated and caring faculty; and a variety of outside class opportunities giving opportunity to develop leadership qualities.

Weaknesses most frequently mentioned related to residence life and social situation (also discussed under dissatisfaction with aspects of campus life); the feeling of being sheltered and out-of-touch with the real world; and complaints about certain departments or professors.

SUMMARY

Aspects With Strong Satisfaction and/or Growth:

Atmosphere of concern for the person, caring, quality people;
Intellectual challenge, well-rounded education;
Personal contact with faculty, faculty interest in students;
Increase in interest in and desire for learning;
Personal growth and maturity (greater independence and self confidence, understanding and tolerance for other people and ideas, formulating values and goals of life);
Opportunity for volunteer work;
Programs abroad.

Aspects With Comparatively Low Evaluation of Growth:

Appreciation of art, music, literature;
Selection of career goal and preparation for it;
Knowledge of contribution of women to Western culture;
Knowledge of problems and needs of the Third World.

Aspects With Low Evaluation of Satisfaction:

Social life;
Residence hall life;
Meaningful arrangements for expression of student opinion.

Areas of Greatest Increase in Strong Satisfaction or Growth From 1975:

Formulating values and goals of life;
Moral and spiritual development, religious vitality;
Activity on political, moral, social issues.

Other Areas of Some Concern:

Decrease from 1979 in growth rating of "appreciation of art, music, literature," "broad knowledge of arts and sciences" and "ability to express self."
Increase in "dissatisfaction" with counselling and advising in the major.

If further information is desired, the Institutional Research Office will be glad to supply available details.

TABLE I
RESPONSE TO SENIOR SURVEYS

NUMBER SENT			NUMBER AND PERCENT RETURNED					
1977	1979	1981		1977		1979		1981	
370	403	403		174	47.0%	226	56.1%	175*	43.4%
		(274)	(Resid.	56.1			66.9	(143)	52.2
		(95)	(Non-Res.	27.4			12.5	(27)	28.4
		(34)	(Not enrolled, Term LA, Finished Dec., etc.					(5)	14.7

*5 of these were received after computations were completed. Therefore, most tables are based on 100% = 170. Tables which include 175 are so noted.

TABLE II
SOME CHARACTERISTICS OF RESPONDENTS (PERCENTS)

Seniors, 1981 - Time of Entrance	
Entered as Freshmen -	90.6
Transferred as Soph -	3.5
Transferred as Jr. -	5.3
No answer -	0.6

SMC Was First Choice of College	
1981 Class	
as entering Freshmen	78.1
as Seniors, May 1981	78.6*
1979 Class	
as entering Freshmen	83.5
as Seniors, May 1979	78.3

*Does not include Transfers -- only 43.8% of them said SMC was first choice.

Cumulative GPA of Respondents

	Seniors			Fall 80-81
	1977	1979	1981	All Seniors
3.5-4.0	24.4	17.3	18.2	15.1
3.0-3.49	45.9	53.5	54.7	41.6
2.5-2.99	29.7	25.2	25.9	35.4
2.01-2.49	0	3.1	1.2	7.8

Comparison of Religious Preference
Class of 1981*

	Fresh. 1977	Seniors 1981
Roman Catholic	94.1	95.3
Protestant	2.8	1.2
Other	1.5	1.2
None	1.5	2.4

Comparison of Political Views
Class of 1981 *

	Fresh. 1977	Seniors 1981
Far left	0.8	0.6
Liberal	22.3	19.4
Middle-of-the-road	59.0	40.6
Conservative	17.7	35.9
Far right	0.3	0
No ans.		3.5

*90 percent of Freshmen entering in 1977 completed the Freshman Survey. Data on the class of 1981 for the class as freshmen are from that survey.

TABLE III
DISCUSSED CHOICE OF A MAJOR/CAREER WITH FACULTY OR ADMINISTRATOR
(PERCENTS)

	1977		1979		1981*	
	Yes	No	Yes	No	Yes	No
Seniors	50.5	48.5	55.8	44.3		
Choice of major field					48.2	50.6
Career choice or direction					64.1	35.3

* In 1981, the question was divided in two parts.

TABLE IV
DISCUSSED CHOICE OF MAJOR/CAREER WITH FOLLOWING OFFICES (PERCENT OF ALL RESPONDENTS)

	1981	1979	1977
Dept. Chairman	42.4	42.3	42.0
Faculty member	60.0	39.3	36.8
Freshman Office	11.2	8.9	6.9
Acad. Affairs Office	7.1	9.3	9.2
Cnslg/Career Develop.	31.2	7.1	6.3

TABLE V
SATISFACTION WITH ASSISTANCE IN CAREER COUNSELING AND GUIDANCE

Discussed Career Choice or Direction	Very Sat.	Fairly Sat.	Total Satis.	Some Dissat.	Very Dissat.	Total Dissat.	Didn't Ask
Yes (110)	25.5	42.7	(68.2)	15.5	8.2	(23.7)	8.2
No (60)	6.7	20.0	(26.7)	10.0	3.3	(13.3)	60.0
Total, 1981	18.8	34.7	(53.5)	13.5	6.5	(20.0)	26.5
SATISFACTION WITH ASSISTANCE IN CHOOSING MAJOR AND MAKING EDUCATIONAL PLANS							
Total, 1981	21.2	38.8	(60.0)	8.2	2.9	(11.1)	28.8
1979, Total in thinking through Educ. Plans/Career Plans			(62.4)			(23.0)	14.6
1977, " "			(61.9)			(17.9)	19.7

SATISFACTION WITH CHOICE OF MAJOR

Satisfaction with Career-Counseling and Guidance	Would Choose Same Major: Yes	No	Undecided
Very Satisfied (32)	68.9	15.6	15.6
Fairly Satisfied (59)	64.4	15.3	20.3
Some dissatisfaction (23)	60.8	17.4	21.7
Very dissatisfied (11)	45.4	9.1	45.4
Didn't ask for help or no answer (45)	75.6	20.0	4.4
Total, 1981	66.5	16.5	17.0
Total, 1979	69.0	15.0	16.0

TABLE VI
SENIOR PLANS FOR NEXT YEAR (PERCENT)

	Seniors Spr 1979	Follow-up Feb 1980	Seniors	Sr. BBA	Sr. Nrsg	Sr. All other
Full-time employment:						
Now have a position	20.4	76.8	31.2	54.0	68.2	11.2
Seeking a position	51.8	2.1	48.8	36.0	31.8	59.2
	72.2	78.9	80.0	90.0	100.0	70.4
Part-time employment	1.3	2.0	0	0	0	0
Total employment	73.5	80.9	80.0			
Grad or Prof. School:						
Full-time	12.4	13.6	11.2	4.0	0	17.3
Part-time	4.0	3.9	0.6			1.0
	16.4	17.5	11.8	4.0	0	18.3
Full-time homemaker	0		0.6	0	0	1.0
Travel	1.3		0	0	0	0
Other	4.4		5.9	4.0	0	8.2
Undecided	4.0		1.8	2.0	0	2.0

TABLE VII
SENIORS PREFERRED STATUS IN FIFTEEN YEARS AFTER GRADUATION
(PERCENT)

	1975	1977	1979	1981
An unmarried career woman	0.8	1.7	1.8	1.2
Married career woman w/o children	2.5	6.7	3.1	3.5
Married career woman with children	60.0	54.9	65.0	74.1
Housewife	15.0	16.2	13.7	7.6
Not certain	21.7	19.7	13.3	12.4
Other			3.1	1.2

TABLE VIII
COMPARISON OF DEGREE PLANS OF CLASS OF 1979 AND CLASS OF 1981

	Class of 1981 - Percent					Class of 1979 - Percents	
Highest Degree Planned	Fresh. survey 8/77	Senior Survey 5/81	BBA (50) 5/81	Nrsg. (22) 5/81	All other (98) 5/81	Fresh. Survey 9/75	Senior Survey 4/79
Bachelor	33.0	16.5	32.0	0	12.2	34.3	15.0
Masters	36.0	60.6	54.0	90.9	57.1	37.7	54.9
PhD or EdD	7.8	10.6	.0	0.0	18.4	5.8	11.1
JD	12.0	7.6	10.0	0.0	8.2	12.9	9.3
MD, DDS, DVM	8.7	1.8	0.0	4.5	2.0	7.4	4.4
Other	2.1	1.8	2.0	0.0	1.0	1.0	3.1
Not sure	0.3	1.2	2.0	4.5	1.0	.3	-

TABLE IX
SENIOR EVALUATION OF ASPECTS OF THEIR MAJOR PROGRAMS (PERCENT)

	Very Satisfied			Satisfied			Not Satisfied		
Aspect of Program	1977	1979	1981	1977	1979	1981	1977	1979	1981
Major requirements	48.6	40.5	40.2	42.9	52.2	52.8	8.5	7.3	7.0
Course content in gen.	41.0	39.1	39.4	47.2	56.2	52.5	11.8	4.7	8.1
Quality of instruction	38.2	42.0	41.1	42.5	50.7	41.1	19.3	7.3	17.8
Asst. by faculty	55.2	60.9	51.2	38.6	33.9	32.7	6.6	5.1	16.1
Conslg. & advising	41.4	37.6	35.6	45.7	44.9	43.8	12.9	15.0	20.6

NOTE: Each department will be provided the evaluation of their majors for comparison.

TABLE X
EVALUATION OF PROGRAMS ABROAD BY PARTICIPANTS (PERCENT)

No. Evaluating Program (100%)= 46
Sponsor of Program: SMC-Rome/Ire. - 50% ND - 23.9%
SMC-Summer - 19.6% Other - 6.5%
Evaluation of program as aid to growth:

Areas of Growth	Great	Some	None	A detriment
Cultural appreciation				
SMC-Rome/Ire.*	100.0			
All others	91.3	8.7		
Personal independence/maturity				
SMC*	100.0			
All others	91.3	8.7		
Broad liberal education				
SMC*	87.0	8.7	4.3	
All others	87.0	13.0	0	
Competence in interpersonal relations				
SMC*	73.9	21.7	4.3	
All others	63.6	27.3	9.1	
Intellectual development				
SMC*	60.9	34.8	4.3	
All others	73.9	26.1	0	
Progress in major field of study				
SMC*	39.1	26.1	30.4	4.3
All others	45.5	27.3	27.3	0

* Not including any SMC summer programs.

TABLE XI
CHARACTERIZATION OF ACADEMIC CLIMATE - PERCENT OF RESPONDENTS *

	TRUE			UNTRUE		
	Senior			Senior		
	1977	1979	1981	1977	1979	1981
Faculty take interest in students as individuals.	88.4	91.2	85.9	5.8	4.4	10.0
Most courses intellectually challenging.	76.9	85.0	90.6	15.6	10.2	6.5
Students encouraged to think for themselves.	63.6	81.0	72.9	23.1	11.1	17.1
Most students seriously interested in academic matters.	60.7	71.7	69.4	20.2	12.4	13.5

* Percentage of "Don't Know" not shown

TABLE XII
EVALUATION OF CAMPUS CLIMATE & ADMINISTRATIVE ACTIVITIES
% Generally *

	TRUE			UNTRUE		
	Senior			Senior		
	1977	1979	1981	1977	1979	1981
There is an atmosphere of concern for the person on campus.	80.9	92.5	93.5	9.2	5.8	4.1
Meaningful arrangements exist for expression of student opinion or institutional policies.**	46.2	55.3	45.3	30.6	24.8	34.7
Administrative offices on campus are usually efficient and courteous in taking care of student problems.	70.5	77.9	72.9	14.5	8.8	10.0

* "Don't Know" percentages not shown
** 1/5 of Seniors "Don't Know" about arrangements for student opinion (1979 & 1981)

TABLE XIII
COMPARISONS OF ASPECTS OF COLLEGE WHICH STUDENTS CONSIDERED
"VERY" IMPORTANT AND WITH WHICH THEY WERE "VERY" SATISFIED

	Seniors				
	1979	1981	1979	1981	% of Total
	Very Important		Very Satisfied		Not Satisfied
1. Personal contact with faculty.....	78.3	77.6	61.1	61.2	6.5
2. Social life.....	70.4	71.2	27.4	21.2	28.8
3. Classroom vitality...	65.9	67.6	22.1	25.3	7.6
4. Residence hall life..	62.8	55.3	46.5	25.3	18.2
5. Cultural opportunities	50.0	54.7	46.0	44.7	5.3
6. Co-curricular activities	53.1	54.1	31.9	24.7	9.4
7. Religious vitality	39.8	50.0	37.2	50.0	2.4
8. Opportunity for volunteer work.....	37.6	38.8	54.0	51.2	3.5
9. Activity on political, moral, social issues (% of all respondents)	27.0	35.3	22.6	31.2	9.4

TABLE XIV
SATISFACTION WITH VARIOUS ASPECTS OF CAMPUS LIFE (PERCENT OF THOSE RATING SATISFACTION)

	VERY OR FAIRLY SATISFIED			IMPORTANT
	Sr. '77	Sr. '79	Sr. '81	'81
Personal contact with faculty	96.4	96.8	93.3	95.8
Classroom vitality	88.6	96.3	92.0	95.2
Co-curricular activities	87.3	96.8	90.2	92.3
Residence hall life	80.6	95.4	80.9	88.2
Opportunity for volunteer work	96.3	97.6	96.3	84.7
Cultural opportunities	94.6	93.7	94.5	93.5
Religious vitality	88.3	91.0	97.5	91.8
Social life	69.9	79.3	69.8	97.1
Activity on political, moral, soc. issues	80.6	88.5	90.1	89.4

TABLE XV
NOTABLE EXPERIENCES OF SENIORS (MARKED ALL PERTINENT)

	1979		1981	
Experience	%	Rank	%	Rank
Close friendships with students....	96.5	1	90.0	1
Living away from home.....	90.0	2	76.4	2
Courses that opened new interests	71.7	3	67.6	3
Particular profs. who took pers. interest.....	65.7	4	57.6	5
Particular profs. who stimulated, challenged.....	60.9	5	62.3	4
Involvement in extra-curric. activities.....	51.7	6	52.9	6
Cultural experience which moved, excited.....	44.8	7	34.1	9
Being made aware of the real demands of good scholarship...	44.3	8	45.3	7
Experience of leadership on campus activity.....	37.4	9	40.0	8
Participation in program abroad..	(21.3)	(10)	(27.1)	(10)
(of students who had participated)	91.0	(2)	93.5	(1)

TABLE XVI
PERCENT INDICATING "GREAT" GROWTH TOWARD GOALS
(% based on 175 respondents)

	1977	1979	1981
Independence, ability to make decisions.	59.6	67.3	68.0
Tolerance and understanding of other people and ideas. . . .	60.8	68.1	60.6
Ability to think clearly and critically.	59.1	60.6	56.0
Development of self-identity and self-confidence.	51.2	56.2	50.9
Interest in and desire for learning.	51.0	59.7	50.3
Awareness of need to help others.	43.5	45.6	50.9
Formulating values and goals of life.	54.4	48.2	48.0
Social skills, ability to get along with others.	39.2	52.7	46.3
Ability to express self.	48.5	58.0	
1981- in writing			34.9
- orally			45.1
Appreciation of art, music, literature.	43.3	45.1	40.0
Broad knowledge of arts and sciences.	35.1	41.2	34.9
Selection of career goal and preparation for it.	37.1	34.1	34.3
Moral and spiritual development.	22.5	23.5	32.6
Areas of Special Interest in 1981			
Increase in knowledge about contributions of women			20.6
Increase in knowledge about problems and needs of Third World			14.9
Increase in thinking about ethical implications			34.9

TABLE XVII
GROWTH TOWARD GOALS "SOME" OR "GREAT"
(Two highest ratings, 175 respondents, 1981)

	1977	1979	1981
Highest Percent, 1981			
Ability to think clearly, critically.	96.5	97.3	96.0
Interest in and desire for learning.	94.7	92.0	92.0
Understanding and tolerance of other people and ideas.	90.6	94.2	92.0
#Formulating values and goals of life.	86.6	89.4	91.4
Ability to make decisions; independence.	88.3	93.0	90.9
Middle Percent, 1981			
Social skills, ability to get along with others.	84.1	89.9	88.6
Ability to express self.	95.9	94.3	
* -orally (new 1981)			88.0
* -in writing (new 1981)			86.3
Development of self-identity and self-confidence.	85.7	94.3	87.4
Awareness of need to help others.	86.4	91.2	86.9
*Broad knowledge of arts and sciences.	90.7	93.4	84.6
Lowest Percent, 1981			
#Moral and spiritual development.	68.8	77.0	81.1
*Appreciation of art, music, literature.	80.1	86.3	78.3
Selection of career goal and preparation for it.	78.9	79.2	76.6
New Questions, 1981 - Increase "Some" or "Great"			
Thinking in terms of ethical implications.			86.3
Knowledge of contributions of women.			74.9
Knowledge of problems and needs of Third World.			62.9

*Down from 1979 and 1977
#Upward trend from 1979 and 1977.

TABLE XVIII
LIFE OBJECTIVES CONSIDERED AS "VERY IMPORTANT"
BY SAME CLASS AS FRESHMEN AND AS SENIORS*

	1981		1979	
	Freshmen % 1977	Seniors % 1981	Freshmen % 1975	Seniors % 1979
Help others in difficulty.	81.8	87.0	80.3	86.3
Raise a family.	76.0	76.0	66.4	67.7
Develop a meaningful philosophy of life.	76.2	72.8	79.8	62.8
Be an authority in my field.	78.2	50.9	71.6	46.0
Keep up to date with political affairs.	61.0	45.0	59.4	29.2
Participate in a community action program.	43.8	33.1	42.0	29.7
Be very well off financially.	47.7	18.3	37.1	23.5
Have administrative responsibility.	40.7	37.9	28.1	21.2
Achieve in performing or creative arts.	36.2	20.1	36.3	23.9
Influence social values.	41.1	32.7	36.9	28.3

*Freshman data from ACE Freshman survey.

TABLE XIX
SATISFACTION WITH OPPORTUNITY FOR DEVELOPMENT
AS WELL-ROUNDED PERSON

	% Satisfied			% Dissatisfied	
	Very	Quite	Fairly	Some	Very
Seniors 1975	10.1	42.9	41.2	5.9*	
1976 grads	36.7	38.3	20.7	2.1	2.1
Seniors 1977	25.5	39.4	27.3	7.3	0.6
Seniors 1979	36.3	43.4	17.7	1.3	0.4
Seniors 1981**	37.6	40.5	19.1	2.9	0

*Surveys before 1976 asked only for "Not Satisfied".
**Based on 173 evaluations (2 no ans.).
Senior surveys made in Spring of graduation year; 1976 grads surveyed in February, 1977.

TABLE XX
RELATIONSHIP OF VARIOUS GROWTH AND SATISFACTION AREAS

A. Growth in Ability to Think Clearly and Critically — Growth in Interest in and Desire for Learning (%)

	None/Little	Some	Great	No Answer
None (3) or Little (4)	14.3	71.4	0	14.3
Some (69)	14.5	49.3	36.2	
Great (94)	2.1	35.1	62.8	
Total 170	7.6	42.4	49.4	

B. Growth in Moral & Spiritual Development — Increase in Thinking of Ethical Implications (%)

	None/Little	Some	Great
None/Little (32)	32.3	45.2	22.6
Some (83)	9.6	57.8	32.5
Great (54)	7.4	48.1	44.4
Total 169	13.0	52.1	34.9

C. Satisfaction with Religion Vitality — Growth - Moral & Spiritual Development

	None/Little	Some	Great	No Answer
No Answer (10)	30.0	40.0	30.0	
Not Satisfied (4)		50.0	50.0	
Fairly Satisfied (71)	31.4	55.7	12.9	1.4
Very Satisfied (85)	8.2	44.7	47.1	
Total (170)	18.8	48.8	31.8	0.6

D. Satisfaction with Residence Life — Growth - Social Skills

	None/Little	Some	Great
No Answer (8)		62.5	37.5
Not satisfied (31)	19.4	45.2	35.5
Fairly satisfied (88)	8.0	50.0	42.0
Very satisfied (43)	11.9	21.4	66.7
Total 170	10.7	42.6	46.7

E. Satisfaction with Activity on Political, Moral, Social Issues — Growth in Awareness of Need to Help Others

	None/Little	Some	Great
No Answer (9)	11.1	11.1	77.7
Not satisfied (16)	37.5	25.0	37.5
Fairly satisfied (92)	12.0	40.2	47.8
Very satisfied (53)	9.4	34.0	56.6
Total 170	13.5	35.3	52.4

F. Satisfaction with Cultural Opportunities — Growth - Appreciation of Art, Music, Lit.

	None/Little	Some	Great
No Answer (7)	14.3	28.6	57.1
Not satisfied (9)	33.3	44.4	22.2
Fairly satisfied (78)	26.9	38.5	34.6
Very satisfied (76)	15.8	38.2	46.1
Total 170	21.8	38.2	40.0

G. Cume GPA

		Overall Satisfaction				
		Satisfied			Some	No
		Very	Quite	Fair	Dissatisfied	Ans.
3.5 - 4.0	(30)	26.7	50.0	23.3	0	
3.0 - 3.49	(94)	39.4	38.3	19.1	2.1	1.1
2.5 - 2.99	(44)	38.6	40.9	11.4	6.8	2.3
2.01 - 2.49	(2)	50.0	0	50.0	0	
Total	(170)	37.5	41.1	18.5	3.0	1.2

H. Atmosphere of Concern

		Overall Satisfaction				
		Satisfied			Some	No
		Very	Quite	Fair	Dissatisfied	Answer
Yes	(159)	39.6	40.9	15.7	2.5	1.3
No	(7)	0	14.3	71.4	14.3	
Don't know	(3)		66.7	33.3		
No answer	(1)		100.0			
Total	170	37.1	40.6	18.2	2.9	0.6

APPENDIX I
Majors of Respondents*

Department	Respondents	No. of all Sr. Majors, Fall 1980	Percent Response	% of all Sr. Majors, Fall 1980	% of Sr. Respondents
Art	6	17	35.3	3.8	3.0
Biology	11	30	36.7	6.8	5.5
Business					
BBA	51	108	47.2	24.4	25.4
BA	6	15	40.0	3.4	3.0
Chemistry	5	9	55.6	2.0	2.5
El. Ed.	14	37	37.8	8.4	7.0
English	15	33	45.5	7.5	7.4
Government	15	22	68.2	5.0	7.4
History	8	17	47.1	3.8	4.0
Hum. St.	9	17	52.9	3.8	4.5
Math	5	8	62.5	1.8	2.5
Mod. Lang.	3	6	50.0	1.4	1.5
Music	3	8	37.5	1.8	1.5
Nursing	22	44	50.0	10.0	10.9
Philosophy	1	3	33.3	0.7	0.5
Psychology	5	19	26.3	4.3	2.5
Sociology	11	26	42.3	5.9	5.5
CoTh	11	22	50.0	5.0	5.5
Rel. St.	0	1	0.0	0.2	0.0
	201	442	45.5	100.0	100.1

* Double majors counted in both majors. Includes 175 respondents.

APPENDIX II - COMMENTS ON DISSATISFACTION WITH CERTAIN ASPECTS OF CAMPUS LIFE

Classroom Vitality

Some teachers spoonfeed too much; more challenge would increase vitality	-	2
Teachers should encourage questions and discussion; fewer lecture courses and more discussion; more teacher enthusiasm and varied methods; hire faculty with open-minds and more involved with students	-	4
Fewer required courses which are similar to one another	-	1
Primarily the fault of students, but bringing current events into course would help	-	1
Some teachers not interested in serving the needs of student	-	1
No comments	-	4

Cultural Opportunities

Need more and varied cultural events (e.g., European language films, art films, etc.) or more publicity	-	3
Location (South Bend) hampers cultural opportunities	-	2
No comments	-	3

Personal Contact with Faculty

Faculty should make effort to know students personally for their personal problems may affect work or attitude, should be more interested in students		3
Too much favoritism shown, not interested unless you're an A student or "hang around" the teacher	-	2
No comment	-	3

Religious Vitality

SMC retains its Catholicism, but believe there is potential for greater Christian/Catholic exposure	-	1
Campus Ministry needs to be more visible, available in halls to meet people, more responsive to students needs, have more planned retreats, etc.	-	2
Some teachers, especially in philosophy and theology, do not uphold Christianity but fight against it	-	1
(Not Dissatisfied--but suggested)- Have sacrament of reconciliation at regular times so student does not have to ask for appointment, have Mass a 5:15 p.m. and 11 a.m. as well as times now scheduled	-	1

Volunteer Opportunities

Haven't had a chance to participate because of other activities, or the restraining rules	-	2
No comment	-	4

Activity on Policital, Moral and Social Issues

Need more focus on these issues, there should be more open discussions on political, moral issues, students should be encouraged to be active and take a world-view	-	4
Need more activity on women's issues	-	1
Need more school support for Right-to-Life and other national Catholic organizations	-	1
School doesn't take a stand on important issues--wishy-washy	-	1
Discussion of political/moral issues at SMC is taboo because of conservatism	-	1
No comment	-	9

Co-curricular Activities

More sports and participation should be emphasized, athletic program needs more funding, direction, and organization	-	2
No comment	-	6

COMMENTS ON DISSATISFACTION WITH CERTAIN ASPECTS OF CAMPUS LIFE (Continued)

Residence Life

Create a more relaxed atmosphere, give more freedom and encourage to take responsibility	-	9
Fewer restriction re ND men, increase parietal hours	-	5
Residence life seems forced and restrictive	-	1
There should be more activities which involve everyone in the dorm, and a more visible hall director	-	2
More cohesion in hall and on campus would improve both residence and social life, bring students together more	-	2
Freshmen should be placed in one dorm (but not Regina with single rooms)	-	1
No comments	-	8

Social Life

Social life unnatural and uncomfortable	-	1
No social life--nothing to do on campus	-	1
Have more social activities on this campus, don't depend on ND	-	7
Re-evaluate parietals, extend to include weekdays, create more realistic social environment	-	5
Mostproblems result because it's an all-girl school	-	1
Social atmosphere like high school -- "adults" (students) act so immaturely and their behavior is overlooked	-	1
Need a student social center and take emphasis away from bars	-	4
Social life at SMC is a lost cause; it's awful, but has improved	-	2
Improve by lowering drinking age and better bars	-	1
Need more relaxed way for male/female interaction	-	1
Social life almost non-existent unless one dates steadily--a lot of this is due to emotional state of ND boys	-	1
I often feel unaccepted by the majority of the student body	-	1
Social life has always been an issue, but when I consider why I came (liberal arts, Catholic ed.),I can live with it	-	1
Should create friendlier atmosphere for interchange with ND women	-	1
Don't like "gossipy" social life here--get tired of bars & TV	-	1
No comments	-	17

APPENDIX III
COMMENTS ON STRENGTHS OF SMC EXPERIENCE

LIBERAL EDUCATION, WELL-ROUNDED

First-class education which has broadened my knowledge of myself, others, and the world; core courses which seemed like such a hassle freshman year are among my most important experiences; educated me totally, well-rounded person; strong science background along with my professional training; liberal approach made a strong and positive impact on me; rewarding for its educational, spiritual and personal growth; have a new awareness of everything happening around me: quality education which will always be a part of me - 17

STIMULATING, CHALLENGING, SUPERIOR EDUCATION, OPENED NEW HORIZONS

Intellectually challenging, helped develop my thirst for knowledge and desire to be a scholar in my field; stimulating; made me question, learned to take responsibility for my education and apply myself; instilled a real desire for learning; excellent, valuable, superior education; learned to think clearly and critically; high academic standards, opened new horizons and challenged me to go as far as I can - 22

GROWTH, CHANGE, SELF-KNOWLEDGE, CONFIDENCE AS A WOMAN

Provided me with deep insights into myself and the world around; an environment which encouraged personal growth; provided a wonderful growth experience as a woman; feel confident and knowledgeable; enhanced my self-awareness and self-confidence and motivated me to continue learning; independent, can make my own decisions; attention given to women, strong educational background while growing as a woman - 13

DEDICATED AND CARING FACULTY

Faculty intelligent and helpful, guiding me to do my own thinking; teachers care about your growth, always willing to help; very professional and dedicated faculty - 12

CARING, QUALITY PEOPLE, WARM COMMUNITY, CONCERN

Saint Mary's is a very caring school; administration, faculty and students are concerned, Christian; can always get help when needed; had many personal problems and SMC administration offered me a helping hand to solve them; good quality people from many areas of country; strong community support; atmosphere is friendly, warm, and personal - 16

SMALL, CLOSE, PERSONAL RELATIONSHIPS

Student/teacher ratio is such that there are close relationships with faculty and other students; small classes made it possible for me to open up and feel comfortable; learned to get along with all types of people; learned to accept people and look beyond their shortcomings to the good; helped me open up and accept new ideas; meeting people from all over US is invaluable - 14

CHRISTIAN, RELIGIOUS VALUES INCORPORATED IN EDUCATION

Gives religious encouragement; spiritual atmosphere with emphasis on religious values; strong Christian philosophy; grew a great deal as a conscientious Christian who knows what her faith means and can practice it; satisfied my goals for best education possible which was geared to the woman student and concerned itself with religious conscience; increased in knowledge and consciousness of justice issues; - 8

VARIETY OF OUTSIDE CLASS OPPORTUNITIES AND SERVICES

Diverse cultural events; offers a variety of activities so most students can find a place; opportunity to develop as leaders; give experience in personal initiative and organizational skills; counselling very good; C&CD offers services many universities do not; can draw on many services - 12

APPENDIX III - COMMENTS ON STRENGTHS OF SMC EXPERIENCE (Cont'd)

MISCELLANEOUS

Pleased with certain majors, quality departments (5); I love Saint Mary's and what it stands for; broad opportunities for overseas study exceptional; Washington Semester excellent opportunity; like studying on this beautiful campus; have acquired dedication to a profession (nursing); transfer student for two years, appreciate SMC so much wish it could have been a four-year experience; happy I chose Saint Mary's, it has many strengths - 12

COMMENTS ON WEAKNESSES OF SMC EXPERIENCE

CERTAIN DEPARTMENTS, PROFESSORS

Complaints about certain departments, need upgrading; professors show apathy and lack of interest; undermine self-confidence of students; some faculty consider Saint Mary's second-rate and show this in class; little cooperative effort or exchange of ideas between faculty in different departments; until declared major faculty didn't care - 13

DORM LIFE, SOCIAL SITUATION

Dorm life too high school-ish to establish mature male or female friendships; antiquated visitation policy and rules inhibit growth; rules make you feel someone is always looking over your shoulder; overly protective--can be stifling; shouldn't change dorms each year; judicial rules need revision- 13
Need something beside "bars"; social life seems forced, might be more real if parietals abolished; agree with parietals in general, but need more social space to provide a normal social atmosphere - 6

REQUIREMENTS IN SOME MAJORS PRECLUDE WELL-ROUNDED EDUCATION

Many requirements in major made it impossible to take other liberal arts courses or participate in extra-curricular such as student government; spent hours in the studio and now wish I have more English, philosophy and logic so that I could express myself well and think logically - 6

LACK OF CAREER COUNSELLING AND GUIDANCE

Career development within majors should be stressed more; also values of liberal education for job performance should be stressed; well-rounded education but no employment opportunities (government); no preparation to enter job world (BBA-marketing); pre-law and pre-med counseling needs improvement; C&CD assistance needs improvement - 9

SHELTERED, SPOON-FED, OUT OF TOUCH WITH REAL WORLD

Students are somewhat sheltered and not prepared to handle situations when they're on their own and holding a job, livein a "bubble;" too many lectures spoon-feed students--they should be encouraged to think for themselves; faculty can be too helpful, should let us fail and build independence and responsibility; college doesn't place enough responsibility on students; need more community activities with S Bend - 12

CATHOLIC NATURE, CAMPUS MINISTRY

Should require at least two Rel. Ed. courses; Campus Ministry should be more visible; appalled that campus as a whole views parties and bars so central to social life--excessive alcohol on campus does not set an example for those desiring a Christian education; SMC indirectly emphasizes values and morals (bars, parties, etc.) that do not coincide with Catholic belief; shocked at amount of cheating that goes on and professor reluctance to confront; would like discussion on what it means to be a Catholic woman; lack of student involvment in ethical/social issues even tho opportunities are there; some faculty/admin./ students smile, then make derogatory comments behind back; Christian values and morals are not a predominant factor in classes or in resident halls - 9

MISCELLANEOUS

Students have no say in curriculum; not enough contact between adminis. and students; students don't stand up for their rights because administration doesn't listen; lack of substantial women's courses and seminars a disappointment; too much red tape to get problems solved; need more cultural events on campus; students have no goals, just mimic their parents--effects classroom as well as social life; many students are indifferent to subjects outside their majors; smallness an asset, but also a weakness because you have same professors for many courses, and courses are not as rigorous; altho I chose SMC, now wish I'd gone to coed school where there is day-to-day interchange with male students - 15

RECOMMENDATIONS:

I love Saint Mary's and hope it keeps its values which sometimes have been compromised;
Requirements should included a minimum of 6 hours in theology, 6 hours in English, and 6 hours in fine arts;
Offer a German major;
More publicity in other areas of country--people in many areas (Georgia, for example) don't know about the reputation of Saint Mary's and thus it is difficult to be evaluated for graduate school;
SMC and ND should have more interchange (both as independent, strong schools)
SMC should be more vocal about its differences from ND. SMC administration is 100% better than ND's and that should be known.